



CIVILIAN PERSONNEL CAREER MANAGEMENT

**April
2004**

**ARMY CIVILIAN TRAINING, EDUCATION, AND
DEVELOPMENT SYSTEM (ACTEDS) PLAN**

OCCUPATIONAL SERIES GS-0669
CAREER FIELD 53

MEDICAL RECORDS ADMINISTRATION

ACTEDS PLAN

CORNERSTONE OF CONCERNED HEALTH CARE

ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

MEDICAL RECORDS ADMINISTRATION OCCUPATIONAL SERIES GS-0669 Career Field 53

Summary.

a. This document describes the ACTEDS plan for the Medical Records (MR) Administration series. It includes a listing of the objectives, structure, key positions, career paths, training, education, and developmental opportunities that enhance the careerist's capability to perform and advance within the MR Administration community of the Army Medical Department (AMEDD).

b. Nothing in this plan should be construed to obligate any Department of the Army activity to select or fund the training of any individuals covered by this plan; such training is always accomplished subject to budgetary and mission requirements.

Interim Changes. Interim changes will be distributed as required to update information contained in this document.

Suggested Improvements. The proponent agency for this document is the U.S. Army Medical Department Center and School (AMEDDC&S). Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, AMEDDC&S, AMEDD Personnel Proponent Directorate, ATTN: MCCS-DC, 1400 East Grayson Street, STE 213, Fort Sam Houston, TX 78234-5052.

Distribution. Primary access to this plan is via the Internet at: http://www.cpol.army.mil/library/train/acteds/CF_53/. Additional copies may be obtained by contacting the AMEDDC&S.

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ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

MEDICAL RECORDS ADMINISTRATION OCCUPATIONAL SERIES GS-0669 Career Field 53

1. Introduction. This ACTEDS plan for the MR Administration series is a Department of the Army (DA) program that provides a progressive and sequential framework for developing the technical, managerial, and professional skills required of the U.S. Army's civilian workforce in the MR Administration community. It mirrors what the Army does to guide military personnel throughout their careers. This ACTEDS plan for the Medical Records Administrator (MRA) provides careerists and management with a guide to assist in career enhancement and progression. It includes a listing of the objectives, structure, key positions, competencies, career paths, recruitment strategies and sources, training, education, and developmental opportunities that enhance the careerist's capability to advance within the MR Administration community. Training and development planning is essential in developing and enhancing the employee's knowledge, skills, and abilities (KSAs). This plan, if followed, will provide the MRA the avenue to become more proficient in the MR field, benefiting the Army, the local military organization, and the employee.

2. Career Field Information. With the implementation of the electronic patient record, Medical Records Administrators need to become more proficient in computer and database skills to be prepared for the Army of the 21st century. Specific attention should be given to keeping current in medical informatics, computer statistical packages, and data security techniques. In addition, project management skills and use of related tools is particularly advantageous when implementing Health Insurance Portability and Accountability Act of 1996 (HIPAA) and Joint Commission on Accreditation of Healthcare Organizations (JCAHO) regulations.

3. Objectives.

- a. Provide continuous broad-based (technical and managerial) training and development throughout an individual's employment.
- b. Provide and document an individual's training and practical experience to ensure competence in the various aspects of MR Administration.

c. Aid in the recruitment and retention of quality personnel by outlining the numerous training and career advancement opportunities offered by DA.

4. Key Positions. Key positions are senior positions in MR Administration that establish and/or interpret policy, plans, and strategy. Key positions are shown at Appendix A.

5. Responsibilities. Development, coordination, management, and implementation of this ACTEDS plan are the shared responsibility of the proponent, the proponent agency, the Functional Chief (FC), and the Functional Chief Representative (FCR). The proponent for this series, and all occupational series in Career Field 53, is The Surgeon General (TSG) of the U.S. Army. The proponent agency is the AMEDDC&S, AMEDD Personnel Proponent Directorate. The FC is the Chief, Medical Service Corps. The FC will designate a senior official holding a top-level position in MR Administration to be the DA FCR for the Army MRAs. In turn, the DA FCR will designate individuals in key positions within the MR Administration community to serve as subject-matter-experts (SMEs).

a. Functional Chief Representative. The FCR will have operational responsibility for the administration of the MR Administration occupational series. Responsibilities include:

(1) Assisting the AMEDDC&S Personnel Proponent Office in preparation of career management regulations by providing advice on career patterns, identifying knowledges, skills, and abilities (KSAs) required for specific job categories, identifying training and development needs, and recommending functional courses and equivalencies for the enhancement of the MR Administration employee.

(2) Selecting SMEs to participate in job analysis, establishing evaluation criteria, and rating applicants for referral.

(3) Monitoring affirmative action goals and equal employment opportunity (EEO) progress.

(4) Assisting TSG in estimating Army-wide MRA trainee needs and ensuring the Master Training Plan (MTP) is adequate.

(5) Assisting TSG in establishing standards for selection of MR Administration training sites.

b. Major Command (MACOM) Commanders will:

(1) Ensure identification and resourcing of non-ACTEDS career field (CF) training needs (such as training to meet MEDCOM and individual mission requirements).

(2) Assure career management is evaluated and follow-up actions are taken to support quality staffing, employee communications, Affirmative Employment Program (AEP) and EEO objectives, and ACTEDS training, education, and development requirements.

(3) Establish leadership and direction in the AEP aspects of career management; identify situations within the MEDCOM where EEO progress is inadequate and initiate corrective action.

c. Activity/Installation commanders will:

(1) Obtain and provide funding, within activity/installation resources, to attain ACTEDS Plan objectives. (Note: Funding may not always be available for all specified training and education at specific grade levels.)

(2) Support developmental assignments/reassignments and formal training of participants.

d. The senior MRA at each installation informs the FCR of:

(1) planned career input requirements,

(2) funding needs,

(3) distribution of funds,

(4) management of career track opportunities and spaces,
and

(5) registration/continuing education maintenance requirements.

e. Supervisor. The supervisor will:

(1) Prepare and approve Individual Development Plans (IDPs).

(2) Identify and coordinate developmental assignments utilizing career paths.

(3) Prepare goal-setting IDPs in concert with the employee.

(4) Release employees for identified ACTEDS Plan training and development opportunities (mission permitting).

(5) Ensure employees possess or are provided opportunities to obtain required competencies.

(6) Perform ongoing evaluation of employee career progression.

f. Employees. Each employee is responsible for assisting management in establishing their personal career plan and must demonstrate the interest, enthusiasm, and initiative required to achieve the stated objectives. Each MRA who wants to take full advantage of the program is encouraged to accept cross-training assignments for developmental purposes.

6. Mentoring. Mentors are senior careerists, managers, or commanders who not only personally become involved in the development of personnel within their organizations but also influence decisions to establish programs, commit resources, and make assignments that make career development happen. Mentoring is most successful when the person being mentored is mobile and can take advantage of the widest range of opportunities. Using the ACTEDS plan as a base, mentors will facilitate training and career-broadening opportunities, help personnel assess their potential, and actively guide them through the appropriate career-area progression pattern. Mentoring for Civilian Members of the Force, DA Pamphlet 690-46 (http://www.usapa.army.mil/pdffiles/p690_46.pdf), is a recommended reference for mentors and personnel being mentored.

7. Coverage. This plan applies to all civilian employees of Department of Army working in the field of MR Administration, regardless of the level at which they were hired and the organization or agency to which they are assigned or attached.

8. Career Ladder. (Appendix B) The career ladder for MR Administration represents two tracks: Leader Track and Specialist Track. There are four different career ladders for progression in the Leader Track and three in the Specialist Track. The career paths represent very different aspects of MR Administration. The MEDCOM career path concentrates on MR Administration policy and consultative services on a global

basis. The Patient Administration Systems and Biostatistics Activities (PASBA) career path is primarily concerned with systems design and implementation. The Armed Forces Institute of Pathology (AFIP) career path represents a path involving pathological research records. The MTF/installation (INST) career ladder consists of the traditional medical records mission at the MTF/INST. The solid lines shown in Appendix B depict the most likely routes of ascension to the higher grades. Crossovers between categories are encouraged, particularly early in the employee career development pattern.

9. Training Competencies. (Appendix C)

a. Competencies shown at Appendix C are the applicable KSA's for the various levels of MR Administration employees in the performance of their assigned duties. Supervisors have the responsibility for the total career management of their employees; therefore, they must ensure that employees under their supervision possess, or are provided opportunities to obtain, the required KSAs through formal and on-the-job training (OJT).

b. Equivalency credit may be granted for formal courses or OJT received from sources other than those listed in the MTP (Appendix D). Applications for equivalency credit (Appendix G) should be submitted to the DA FCR for evaluation.

10. Master Training Plan (MTP). (Appendix D) Employees enter the MR Administration occupational series at various levels with varying degrees of preparation, capability, and potential for growth. For this reason, training identified for an employee should be based on what formal training and OJT the individual brings to the job in comparison to that required for advancement as outlined in this ACTEDS plan. Broad-banded training is identified as those courses and OJT that cover a spectrum of grade levels. This training may be completed at any level within the band, but should be completed prior to accession out of the band. Consideration should be given to any documented prior experience and training. Generally, both ACTEDS training and development activities are divided into two categories - Universal and Competitive.

a. Universal Training. Universal training requirements provide standardized KSAs across the occupational series to all employees who have similar duties and responsibilities. Universal training requirements are prioritized to assist

commanders in planning and programming for training funds. Universal training priorities are as follows:

- Priority I (U1) - Mandatory training that is typically a condition of employment, must be successfully completed within a specified time period, and meets one or more of the following criteria: (a) employee must have for acceptable performance; (b) training is essential for mission accomplishment; (c) training is mandated by higher authority (law or DOD) or is required for health, certification, or safety reasons; (d) training is mandated by the Office of the Deputy Chief of Staff, G-1, as an ACTEDS leader development core course; or (e) is essential, functional intern training.

- Priority II (U2) - Training that should be successfully completed within a specified time period, but may be delayed if funding is not available, and should meet one or both of the following criteria: (a) employee should have for maximum proficiency, and (b) training improves the quality of mission accomplishment.

- Priority III (U3) - Training that should be funded after Priority I and II requirements and should meet one or both of the following: (a) provides or enhances KSAs needed on the job and (b) leads to improvement of mission accomplishment.

b. Competitive Training includes Army-wide competitive training and Competitive Professional Development (CPD) training.

(1) Army-wide Competitive Training is training for which individuals compete on an Army-wide basis generally through a selection board process at Headquarters, Department of the Army (HQDA) level. It includes: Army Congressional Fellowship Program, Senior Service Colleges (Army War College, Industrial College of the Armed Forces, National War College), Harvard Senior Executive Fellows, National Security Management Course, DOD Executive Leadership Development Program, etc. The annual Army Civilian Training, Education, and Development System (ACTEDS) Catalog, published by the Office of the Deputy Chief of Staff, G-1, contains specific information about current Army-wide competitive training opportunities, along with all necessary procedural and application requirements. The catalog is available at:

<http://cpol.army.mil/library/train/catalog/index.html>.

(2) Competitive Professional Development training is functionally-tailored training for which people are competitively selected within their career programs or fields to develop them for positions with greater responsibility. Long-term training is intended to expand and develop GS-11 through GS-15 careerists through educational opportunities above the Bachelor level, and work experiences outside of their assigned organizations. It includes university study (Master's degree and doctoral course work), developmental assignments (DA/OTSG rotations), and training-with-industry (i.e., working with DOD, Center for Medicare and Medicaid Services (CMS) (formerly Health Care Financing Administration (HCFA)), and the American Health Information Management Association (AHIMA). These competitive opportunities are approved through the DA FCR and are centrally funded by HQDA, the major Army Command (MACOM), or the local installation. These courses are listed in the ACTEDS Training Catalog and are available at:

<http://cpol.army.mil/library/train/catalog/index.html>.

c. Leader Development Training. The Army Civilian Leadership Training Core Curriculum includes a variety of leadership courses beginning with the entry-level (Action Officer Development Course (AODC)) and progressing to the advanced level (Sustaining Base Leadership and Management (SBLM) Resident and Nonresident Programs). Additional information is available at:

<http://cpol.army.mil/library/train/catalog/index.html>.

d. Self-Development. In addition to the mandated training outlined in the MTP, employees at all levels are encouraged to undertake individual projects such as a professional reading program, correspondence courses, study and research, technical papers, presentations, membership in professional organizations, or leadership roles in the community. These opportunities will increase their knowledge, improve competence in their area of interest, and offset any limitations identified in the career planning process. This is a voluntary effort initiated and conducted by the employee. Active interest in self-development generally indicates that an employee has a strong desire to achieve or exceed planned career goals. Information to help employees identify and plan relevant self-development activities can be found in the MTP. Employees will be encouraged to take advantage of: (a) available Army, AHIMA, local Health Information Management Associations (HIMA), and other professionally relevant correspondence courses; (b) opportunities for study at nearby colleges or universities; (c) planning, reading, and discussion of emerging developments in

the various aspects of MR Administration; and (d) seminars, workshops, teleconferences, videos, and meetings sponsored by professional organizations.

e. Application for Training. Application procedures for civilian training courses are described in detail, for each available course, in the ACTEDS Training Catalog published annually by the Office of the Deputy Chief of Staff, G-1. The Catalog is located on the World Wide Web at <http://cpol.army.mil/train/catalog/index.html>.

f. The ideal training program provides the opportunity for every employee to advance to the highest level of his/her capability. The most effective training and development activity for any Army civilian career employee will result from an appraisal/counseling interview which: (a) identifies training requirements, (b) systematically schedules the training needed to meet the requirements, and (c) takes greatest advantage of work situations and operating problems for OJT development purposes.

g. A major element in the MTP is a goal-setting development plan, commonly referred to as an Individual Development Plan (IDP). The IDP, although no longer regulatory, continues to serve as an ideal means to document and record the goal-setting development plan mutually agreed upon at the rater/supervisor counseling session. (The recommended IDP format is at Appendix H.) It clearly identifies the training and OJT needed to improve the technical knowledge and skill of the employee and should be updated annually.

h. Development and rating methods of civilian employees are outlined and reported through the Total Army Performance Evaluation System (TAPES). The rater/supervisor, with the ratee's input, during counseling sessions, will assist the ratee in identifying the required training and/or professional development objective. Once identified, the training or developmental activities are recorded on the employee's Senior System Civilian Evaluation Report Support Form (DA Form 7222-1).

i. When an employee has completed a required phase of training, it must be documented by the supervisor. The completed training will be noted in the IDP and TAPES, and then filed in the employee's official personnel folder. Employees who demonstrate the ability to effectively handle increasingly complex assignments become more competitive for developmental assignments and advancement.

j. Advancement to higher levels (GS-13/14/15) can be pursued through either a leader track, or beginning at the specialist track, and then progressing into and up in the leader track.

k. Training Levels.

(1) Entry-level (Non-credentialed GS-07) civilian workplace opportunities. At this level, the new employee generally requires OJT experience and technical training. Emphasis will be placed on training in: (a) MR Administration fundamentals, (b) concepts of health information systems, (c) legal principles governing release of information, (d) confidentiality/security principles, (e) introduction to medical terminology, (f) introduction to military organization/structure, (g) introduction to military policy, and (h) introduction to military terminology. Typical MR Administration non-credentialed assignments at the entry level include, but are not limited to, supervisor of an MR section (coder, abstracter, analyst, or correspondence clerks) under the supervision of a senior MRA. Participation in professional group activities is encouraged.

(2) Entry-level (Credentialed GS-07), Registered Health Information Technician (RHIT), and Registered Health Information Administrator (RHIA) workplace opportunities include introduction to: (a) military organization/structure, (b) military policy, and (c) military terminology. Typical MR Administration credentialed assignments at the entry level (credentialed) include, but are not limited to, chief, MRA; supervisor medical record branch or section; program coordinator; etc. Participation in local, state, and national health information associations (i.e., AHIMA and state and local HIMA) is encouraged.

(3) Leader/Specialist Level Training. At the GS-09/10 level, the primary focus is to increase the technical knowledge and skill of the employee. Secondly, emphasis will be on management and human relation skills, including training for personnel selected to fill supervisory positions. Work assignments are selected to add to the depth and breadth of their technical competence. Assignments at this level include preparing for the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) accreditation survey, designing and conducting quality improvement monitors, analyzing statistical data for diagnosis related groups (DRGs)/ambulatory

patient groups (APGs), serving as the technical focal point for area projects, evaluating and recommending equipment and systems, and project management.

Self-development activities at this level are accelerated and focused to ensure that employees continue to add to their variety of experiences. Employees will continue to receive assignments of progressive responsibility and, as they progress, may be afforded the opportunity to exercise some supervisory authority.

Graduate study, speaking and writing activities, and participation in professional group activities is expected. Employees at this level are encouraged to qualify for and subsequently pass the registration examination of AHIMA to earn the RHIA credential.

(4) Leader/Senior Specialist Level Training. At the GS-11/12 level, the focus is placed on increasing the employee's competence in human relations and management concepts as well as specialized areas related to MR Administration. Attendance at seminars, conferences, and advanced courses in professional development are some of the training opportunities in this area. Graduate study, speaking and writing activities, temporary duty assignments, rotation of assignments, and participation in professional group activities are encouraged. Serving on local and/or national professional association panels, editorial boards, committees or holding of offices/chairs, such as president, vice president, secretary, treasurer, parliamentarian, etc., of AHIMA and the state and local HIMA, is encouraged. Employees at the GS-11 level and above are highly encouraged to become a credentialed RHIA.

(5) Consultant/Leader Level Training.

(a) The senior level consultant, GS-13, is recognized as a SME. They make decisions or recommendations that significantly affect the content, interpretation, or development of Army policies or programs concerning critical matters or major issues within the occupational series. They are assigned experiences/studies where limited guidance exists as to the method of evaluation for the potential experiences identified, or where possible new experiences need to be identified for a new operation or new product. Training for these employees will be on topics that are emerging issues in specialized aspects of MR Administration as well as seminars and conferences where these topics are likely to be discussed. At this level, the

employee must have a mastery of one or more specialty fields evidenced by application of new developments and theories to critical and novel problems, and extension and modification of approaches and methods to solve a variety of problems with unconventional solutions.

(b) For the senior level consultant, GS-14 and GS-15, the emphasis will be placed more on the policy and managerial aspects of MR Administration rather than the mastery of particular technical topics. Developmental assignments for these employees may include rotations through other agencies as well as congressional or civilian exchanges. Serving on local and/or national professional association panels, boards, committees, or holding of offices/chairs, such as president, vice-president, secretary, treasurer, parliamentarian, etc., is encouraged.

11. Recruitment Strategies and Sources.

a. Recruitment Strategies.

(1) The planned recruitment of highly qualified or high potential personnel is essential to the development and maintenance of an effective MR Administration program.

(2) Recruitment should be related to replacement needs projected on the basis of expected losses and planned expansions.

(3) Although primary hiring emphasis is generally placed on recruitment at the entry level, recruitment of experienced quality individuals from various sources and placement in the appropriate specialist and senior levels may also be accomplished.

(4) Recruitment and selection practices are designed to obtain the best qualified candidate for available positions.

(5) Recruitment brochures/literature, advertising, or other appropriate and authorized publicity measures should be employed to support recruitment actions.

(6) Supervisors should align their recruitment and hiring practices with the ACTEDS career path and ensure the appropriate credentialing requirement is stated as a selective placement factor in the job announcement.

b. Recruitment Sources.

(1) College and university recruitment programs should be used as a means for identifying and attracting promising students as well as recruitment at professional conferences and job fairs.

(2) Procedures of the Merit Promotion Program and appropriate labor agreements will apply in considering candidates who are current DA employees.

(3) Status candidates eligible for transfer, reassignment, or reinstatement to positions no higher than ones previously held.

(4) Competitive referrals.

(5) Special placement assistance programs such as the DOD Priority Placement Program.

12. Mobility Requirements. Mobility is defined as geographic, organizational, or functional movement—either within Continental United States (CONUS) or Outside Continental United States (OCONUS). While many employees can achieve their career objectives in one geographical area, mobility is often a factor in achieving goals. Relocation may increase chances of acquiring broad-based management experience necessary for executive level vacancies. There may be a direct relationship between an employee's availability for varied geographic locations and his or her prospects for enhanced development and career advancement.

13. Affirmative Action/Equal Employment Opportunity. Training and development opportunities for career field participants covered by this plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

14. Summary of Change. This ACTEDS plan supersedes a previous edition published in July 1997. All training courses have been reviewed and updated. Links to training sources, where available, have been added. Training competencies (Appendix C) have been consolidated and duplicates were deleted. The Plan has been reviewed by subject-matter-experts and staffed through the applicable Consultant.

APPENDIX A
MEDICAL RECORDS ADMINISTRATION
KEY POSITIONS

| TITLE | SERIES | GS | LOCATION |
|---------------------------------|---------------|-----------|--|
| MEDCOM MRA Consultant | 669 | 14 | MEDCOM (w/duty at OTSG), FT Sam Houston, TX |
| PASBA MRA Consultant | 669 | 13 | PASBA, FT Sam Houston, TX |

APPENDIX B

MEDICAL RECORDS ADMINISTRATION
CAREER PATH CHART

LEADER TRACK

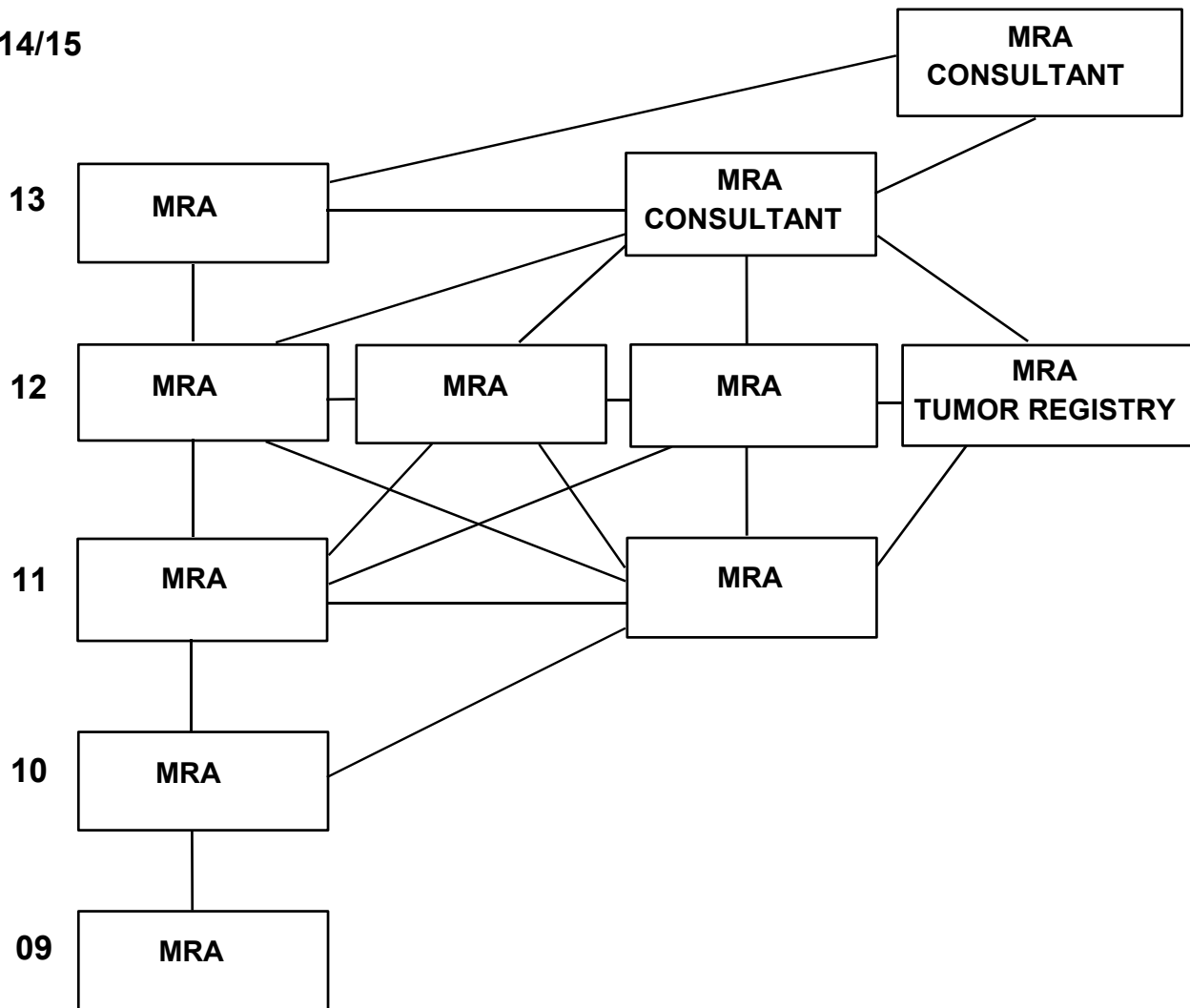
MTF / INST

AFIP

PASBA

MEDCOM

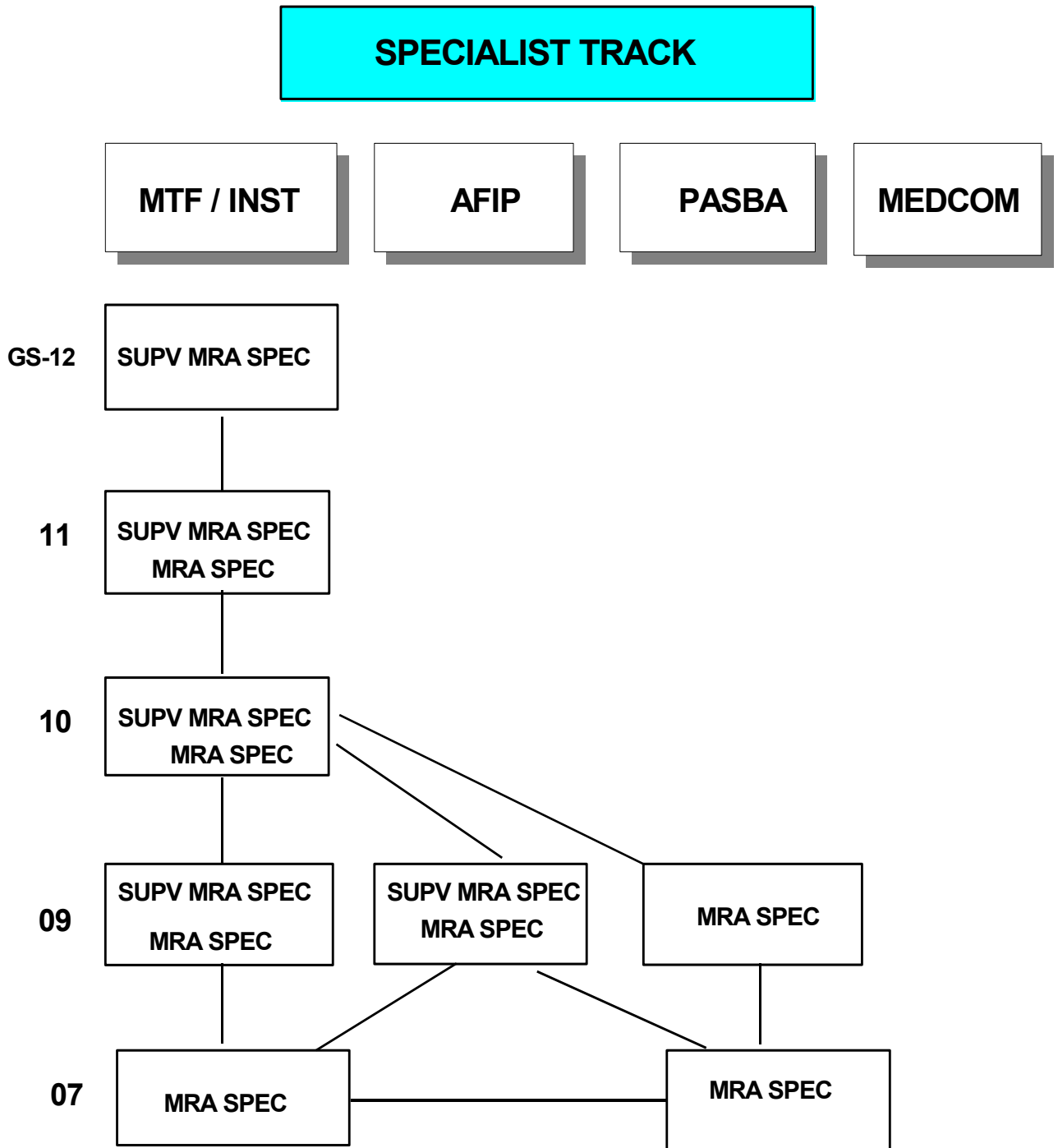
GS-14/15



APPENDIX B

MEDICAL RECORDS ADMINISTRATION

CAREER PATH CHART



APPENDIX C
MEDICAL RECORDS ADMINISTRATION
TRAINING COMPETENCIES FOR MR ADMINISTRATORS

Medical Records

1. Knowledge of MR Administration principles and health information management procedures and program elements (i.e., inpatient, outpatient), United States Codes 5 and 10, United States Code 42 Code of Federal Regulations, Army Regulation (AR) 40-66 (MR Administration and Healthcare Documentation), and AR 25-400-2 (Army Record Information Management System) in order to operate within guidelines.
2. Knowledge of coding and classification systems in order to ensure accuracy.
3. Knowledge of CMS' conditions of participation in order to operate within guidelines.
4. Knowledge of JCAHO standards pertaining to patient-related data and information management of various types of facilities in order to accurately code data.
5. Knowledge of Privacy Act, Freedom of Information Act, and HIPAA requirements in order to ensure confidentiality is maintained.
6. Knowledge of risk management policies, procedures, and techniques in order to incorporate into MR administration operations.
7. Knowledge of statistical principles and hospital statistics formulae in order to evaluate data.
8. Knowledge of federal and state regulations related to patient data in order to ensure compliance.
9. Knowledge of professional practice standards (i.e., AHIMA and others related to patient data) in order to implement into existing operations.
10. Knowledge of disease processes in order to apply accurate codes.

11. Knowledge of the language (medical terminology) of medicine in order to read and comprehend the technical elements of a medical chart.
12. Knowledge of legal requirements for confidentiality of patient data (federal and state) in order to ensure confidentiality of records.
13. Knowledge and skill in interpretation of medical record content and order of organization in order to accurately maintain records.
14. Knowledge of record/information control systems in order to systematically maintain records.
15. Knowledge of and skill in collection and compilation of vital statistics (i.e., state and federal regulations, and procedures for collection and reporting) in order to maintain records within regulations.
16. Knowledge of cancer staging systems in order to accurately code records.
17. Knowledge of data verification techniques in order to ensure accuracy of records.
18. Knowledge of and skill in applying principles/methods for assessing patient-care quality and effectiveness in order to contribute to the improvement of patient-care.
19. Knowledge of functions related to medical records, utilization management, quality improvement, cancer registry, and related departments in order to assist in accurately coding records.
20. Ability to implement new/revised MR Administration/Health Information Management (HIM) program elements (i.e., coding, analysis, release of information, outpatient records, etc.) in order to maintain effective MR operations.
21. Ability to establish and maintain the Standard Inpatient Data Record, Standard Ambulatory Data Record, and other appropriate data bases in order to accurately maintain records and create reports.
22. Knowledge of and skill in applying case-mix algorithm systems in order to interpret data.

23. Knowledge of healthcare facility processes (i.e., medical staff, administration, including medical records, quality improvement, risk management, etc.) in order to integrate into MR Administration program.

24. Knowledge of regulations, standards, and practices concerning MR administrative equipment and services (encoders, groupers, dictation equipment, coding contracts, transcription filing, etc.) in order to keep abreast of industry changes.

25. Skill in filing procedures in order to ensure efficient and expeditious retrieval.

26. Skill in applying principles of diagnostic classification systems in order to ensure accurate coding classification.

Analysis/Quality Control

27. Knowledge of statistical analysis techniques and computer programs in order to identify trends and facilitate analyses.

28. Knowledge of and skill in work measurement techniques and analysis in order to evaluate resulting data.

29. Knowledge of and skill in quality control techniques in order to assess the quality and effectiveness of the MR program.

30. Knowledge of job analysis principles in order to ensure accuracy.

31. Ability to establish quality programs and process indicators for program elements in order to ensure highest standards are maintained.

32. Ability to review, and evaluate systems in the health information cycle in order to determine areas for improvement.

33. Skill in data collection techniques in order to ensure quality of data.

34. Skill in data analysis in order to interpret data.

35. Skill in interpretation of statistical data in order to draw precise conclusions.

36. Skill in applying work simplification techniques in order to improve work methods.

37. Knowledge of and skill in systems analysis design, development and implementation principles in order to facilitate efficient system operation and administration.

Informatics

38. Knowledge of computer technology used in management of medical records and health information in order to keep efficient records and information.

39. Knowledge of office automation applications (i.e., spreadsheets, graphics, database management, electronic communications and systems such as the Composite Health Care System) in order to create, process, and retrieve a variety of written correspondence.

40. Knowledge of computer statistical packages in order to retrieve and evaluate data and create reports.

41. Knowledge of data security techniques (manual and computer automated) in order to ensure security of MR data.

Budget/Supply/Facilities

42. Knowledge of methods/procedures for procurement, maintenance, and selection of equipment and supplies in order to ensure efficient and accurate requisition of materials.

43. Knowledge of procurement process sufficient to incorporate medical record requirements into contract documents, evaluate contractor proposals, and monitor contracts.

44. Ability to determine, procure, and administer program resource needs (i.e., budget, personnel, equipment, and facilities) in order to ensure continuation of MR mission.

45. Skill in developing and reviewing MR Administration-related portions of contractual documents (i.e., scope of work, contractor proposal, and procurement specifications) in order to ensure optimal stewardship of resources.

46. Ability to prepare, provide, and defend input into the MR Administration budget in order to ensure funding requirements are met.

47. Ability to review work plans, blueprints, specifications, and other documents for the construction and modification of

facilities in order to ensure optimal work space for MR function.

48. Knowledge of ergonomics and human factors in order to design policies, practices, guidelines, and work environments.

49. Ability to plan and provide for emergency and prioritized routine services in order to support the health care facility.

Personnel

50. Knowledge of human resources management in order to effectively supervise assigned employees.

51. Ability to write job descriptions, performance appraisals, and TAPES support forms for personnel supervised in order to properly assign duties and evaluate performance.

Management

52. Knowledge of safety standards (i.e., Occupational Safety Health Act (OSHA), state, JCAHO, etc.) in order to maintain a safe environment.

53. Knowledge of peer review standards/procedures for the organization in order to ensure compliance.

54. Knowledge of research design in order to develop data specific research methods.

55. Knowledge of principles/methods for assessing resources for patient care in order to improve practice and ensure compliance.

56. Knowledge of management principles of planning, organizing, evaluating, and directing in order to apply to MR function.

57. Knowledge of and skill in applying project planning techniques in order to determine course of action for work.

58. Knowledge of principles of organizational behavior in order to understand the organizational climate of the command.

59. Ability to apply established principles, concepts, and techniques of MR Administration to recurring and new problems in order to develop innovative solutions.

60. Ability to identify requirements for health information management programs in order to ensure compliance.

61. Ability to review new regulations, analyze impact, and provide comments to regulatory agencies in order to contribute to program improvement.

62. Ability to develop and review internal controls (i.e., medical record retirement, confidentiality, record accountability, delinquent record level, etc.) in order to monitor compliance.

63. Ability to evaluate the organization level of readiness in order to handle mobilization, contingencies, and emergencies.

64. Skill in critical thinking in order to carefully evaluate recommendations.

Communication (Oral/Written) / Coordination

65. Skill in interpersonal and small group communications in order to convey information and gain cooperation.

66. Skill in presenting briefings on medical record/HIM subjects to management, healthcare providers, and other personnel in order to effectively convey information.

67. Ability to develop technical documents in order to utilize in program implementations or work site evaluations.

68. Knowledge of and skill in professional and business writing in order to effectively convey information.

69. Ability to prepare, review, or staff requests for waivers or exemptions as necessary in order to expedite MR work processes.

70. Ability to develop information papers, specify goals, outline policies and standing operating procedures, and establish priorities and schedules for action in order to effectively manage MR operations.

71. Knowledge of business/committee procedures and rules of order in order to effectively participate in meetings.

72. Ability to provide technical advice and guidance to commanders, staff, and other customers in order to provide timely, accurate information.

73. Skill in coordinating and conducting staff assistance visits and audits in order to assess and analyze programs or specific problems.

74. Ability to publicize and promote medical record policies and regulations to hospital and clinic employees as well as to the general public in order to enhance understanding of MR processes.

75. Ability to represent the Army on various boards and committees in order to provide information and coordinate implementation, as required.

76. Ability to coordinate with others in order to develop MR Administration policies and procedures to include record analysis, coding, storage, and disposition (i.e., record retirement) and other missions.

77. Ability to coordinate and maintain liaison with other agencies and other related services including local, state, and federal levels in order to enhance efficiency of MR community.

78. Ability to actively participate in the Quality Improvement Committee, Ambulatory Patient Care Committee, utilization management, risk management, and other administrative and clinical committees in order to maintain visibility of MR mission.

79. Ability to determine training requirements in order to tailor employee training plans.

Education/Training

80. Skill in providing related educational material and conducting training in various media (i.e., oral presentations, posters, computer training, etc.) in order to integrate into instruction programs.

81. Knowledge of and skill in in-service education design, development, and presentation in order to provide an effective training experience.

82. Skill in survey instrument design (i.e., written and interview) in order to accurately interpret data and evaluate results.

APPENDIX D
MASTER TRAINING PLAN MATRIX MEDICAL RECORDS ADMINISTRATION

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| Course Number | Course Title Source Type of Training Course Length | Priority/Target Audience | | | | | | | Competencies |
|---------------|---|--------------------------|-----------------------|-------|--------------------------|-----------------------|-------|----------|---|
| | | ENTRY | LEADER/ SPECIALIST | | LEADER/ SR SPECIALIST | CONSULTANT/ LEADER | | | |
| | | GS-07 | GS-09 | GS-10 | GS-11 | GS-12 | GS-13 | GS-14/15 | |
| 1 | Medical Records and Sick Call Procedures AMEDDC&S CC/OL Length Varies | U2 | U2 | | | | | | 1,2,13,14, 39 |
| 2 | Coding AHIMA /Colleges FC/CC/OL Length Varies | U2 | U2 | U2 | | | | | 1-3,10-11,13,16, 21-22, 24,29,33,79 |
| 3 | Basic Medical Terminology AHIMA/ College/ AMEDDC&S FC/CC/OL Length Varies | U2 | U2 | U2 | | | | | 10-11 |
| 4 | Essentials of Anatomy AHIMA/ College/ AMEDDC&S FC/CC/OL Length Varies | U2 | U2 | U2 | | | | | 1,11 |
| 5 | Basic Human Physiology AHIMA/ College / AMEDDC&S FC/CC/OL Length Varies | U2 | U2 | U2 | | | | | 10-11 |
| 6 | Diseases (Pathophysiology) Local FC/CC/OL Length Varies | U2 | U2 | U2 | | | | | 10-11,26 |
| 7 | Introduction to Medical Records and the Patient Administration Division AMEDDC&S CC/OL Length Varies | U2 | U2 | U2 | | | | | 1,3-5,7,9,13,14,16, 19,24,29,57,59,74,79 |
| 8 | How to Achieve HIPAA Compliance — HIPAAONLINE AHIMA/DOD FC/CC/OL Length Varies | U2 | U2 | U2 | | | | | 1,5,9,12-13,52-53, 61,72,74,79 |
| 9 | Principles of Ergonomics Station/Installation FC Length Varies | U2 | U2 | U2 | | | | | 12,25,28,30,36-37, 42,48,52 |
| 10 | Medical Records Administration Branch I AMEDDC&S/Local CC/OL 10 Hours | U2 | U2 | U2 | U3 | | | | 1-5,7,9,12,16,20-21, 25-26,34,43,62 |

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MASTER TRAINING PLAN MATRIX MEDICAL RECORDS ADMINISTRATION

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| Course Number | Course Title Source Type of Training Course Length | Priority/Target Audience | | | | | | | Competencies |
|---------------|---|--------------------------|-----------------------|-------|--------------------------|-------|-----------------------|----------|--|
| | | ENTRY | LEADER/ SPECIALIST | | LEADER/ SR SPECIALIST | | CONSULTANT/ LEADER | | |
| | | GS-07 | GS-09 | GS-10 | GS-11 | GS-12 | GS-13 | GS-14/15 | |
| 11 | Medical Records Administration Branch II AMEDDC&S CC/OL Length Varies | U2 | U2 | U2 | U3 | | | | 1-6,8,12,15,17-18, 20-21,27,29,31,34,35, 40,61-62,78 |
| 12 | Medical Aspects Of Military Law AMEDDC&S CC/OL Length Varies | U2 | U2 | U2 | U3 | | | | 1,5,6,8,9 |
| 13 | Records Administration Training NARA FC Length Varies | U2 | U2 | U2 | U3 | | | | 5,14,29,38,39,76 |
| 14 | Effective Briefings and Presentations USDA/Station/Local FC Length Varies | U2 | U2 | U2 | U2 | | | | 65,66,70,73-75,78,80 |
| 15 | Effective Army Writing AMEDDC&S CC/OL Length Varies | U3 | U3 | U3 | U3 | | | | 68,69-71,74,75 |
| 16 | Computer Courses Station/Local FC 40 Hours | U2 | U2 | U2 | U3 | | | | 27,39-40 |
| 17 | Confidentiality Workshops HIMA/Local/State/National FC 8-16 Hours | U3 | U3 | U3 | U3 | U3 | U3 | | 6,14,22,60 |
| 18 | Action Officer Development Course (AODC) AIPD CC/OL 131F41(ST7000) 21 CC Hours | U1 | U1 | U1 | U1 | U1 | U1 | U1 | 6-7,27,29,33,37,40, 57-58,61-62,69-72,78 |
| 19 | Organization and Functions of the Army Medical Department AMEDDC&S CC/OL Length Varies | U2 | U2 | U2 | U2 | U2 | U2 | U2 | 1,5,23,29,63 |
| 20 | Coding Seminars AHIMA/State/ Local/ Proprietary FC Length Varies | U3 | U3 | U3 | U3 | U3 | U3 | U3 | 1-3,8,10-11,13,16, 21-22, 24,26,29,33, 64,76 |

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| Course Number | Course Title Source Type of Training Course Length | Priority/Target Audience | | | | | | | Competencies |
|---------------|--|--------------------------|-----------------------|--------------|--------------------------|--------------|-----------------------|----------|--|
| | | ENTRY | LEADER/ SPECIALIST | | LEADER/ SR SPECIALIST | | CONSULTANT/ LEADER | | |
| | | GS-07 | GS-09 | GS-10 | GS-11 | GS-12 | GS-13 | GS-14/15 | |
| 21 | Health Care Ethics I AMEDDC&S/Local CC/OL Length Varies | U2 | U2 | U2 | U2 | U2 | U2 | U2 | 5,6,9,52-53 |
| 22 | Contracting Officer Representative Course ALMC/Station/ Installation FC/CC/OL Length Varies | | U2* | U2* | U2* | | | | 18,29,42-45, 47-48,55, 67 |
| 23 | Statistics College/ ISP FC/CC/OL Length Varies | | U2* | U2* | U2* | | | | 5,7-8,10,23, 28-30,67,69-70,73 |
| 24 | Medical Records Practicum Inst/Station OJT Length Varies | | | U3 | U3 | U3 | | | 1-4,8-9,16,28,30, 42, 49-50,52,59 |
| 25 | Leadership Education and Development Course (LEAD Local CPAC FC 40 Hours | | SUP-U1 U2 | SUP-U1 U2 | SUP-U1 U2 | SUP-U1 U2 | SUP-U1 | SUP-U1 | 9,28,30,44,51,56, 58, 63,67,72,79 |
| 26 | Tort Law, the Federal Tort Claims Act, and the Geneva Conventions AMEDDC&S/ Local CC/OL Length Varies | | U3 | U3 | U3 | U3 | U3 | U3 | 1,5,6,9,12,19,53, 61, 72 |
| 27 | AHIMA Annual Convention and Exhibit / Varies AHIMA FC 40 Hours | | U2 | U2 | U2 | U2 | U2 | U2 | 1-5,8,9,11-12,18, 24,29,39 |
| 28 | JCAHO Seminars JCAHO FC Length Varies | | U2 | U2 | U2 | U2 | U2 | U2 | 3-4,6,8-9,11,13, 16 |
| 29 | HIMSS Seminars/Courses HIMSS FC Length Varies | | U2 | U2 | U2 | U2 | U2 | | 1-5,8,9,11-12,18, 24, 29,39 |
| 30 | Regional and Local HIMA Meetings Local / State HIM Association FC Length Varies | | U3 | U3 | U3 | U3 | U3 | U3 | 1-4,6,9-10,12-19, 22-24, 26,29,32-34, 53-54,59, 66,71,74 |

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| Course Number | Course Title Source Type of Training Course Length | Priority/Target Audience | | | | | | | Competencies |
|---------------|---|--------------------------|-----------------------|--------------|--------------------------|--------------|-----------------------|----------|--|
| | | ENTRY | LEADER/ SPECIALIST | | LEADER/ SR SPECIALIST | | CONSULTANT/ LEADER | | |
| | | GS-07 | GS-09 | GS-10 | GS-11 | GS-12 | GS-13 | GS-14/15 | |
| 31 | AHIMA Section Meetings AHIMA FC Length Varies | | U3 | U3 | U3 | U3 | U3 | U3 | 1-4,6,9-10,12-24, 29,32, 38-40,53-55, 59,71,74 |
| 32 | ICD-9-CM Coordination and Maintenance Committee Meetings CMS and NCHS FC Length Varies | | U2 | U2 | U2 | U2 | U2 | U2 | 1-3,8,10-11,16, 23-24, 26,32-33, 64,76 |
| 33 | American Hospital Association Annual Meetings AHA FC 32 Hours | | U2 | U2 | U2 | U2 | U2 | U2 | 1-4,6-10,12,29 |
| 34 | Listening and Memory Development USDA FC 16 Hours | | U2 | U2 | U3 | U3 | U3 | U3 | 75,77 |
| 35 | Action Officer Force Integration HQDA FC 40 Hours | | U3 | U3 | U3 | U3 | U3 | U3 | 21,72,75,77 |
| 36 | Supervisor Development Course / Human Resources for New Supervisors AIPD/CPOCMA CC/OL 40 Hours | | SUP-U1 U2 | SUP-U1 U2 | SUP-U1 U2 | SUP-U1 U2 | SUP-U1 | SUP-U1 | 28,30,48-51,56,58, 67,70,79 |
| 37 | National Association for Healthcare Quality NAHQ FC 40 Hours | | | U3 | U3 | U3 | | | 6,9,18-19,38-39, 76 |
| 38 | Executive Leadership Program OPM FC 12 months | | | | C | C | C | | 30-31,50,53-58, 61,63-65,68, 70-71,75 |
| 39 | Medical Records Administration Workshop PASBA FC 24 Hours | | | | U3 | U3 | U2 | U2 | 1-9,11-15,23-24, 27, 29,38-39 |
| 40 | Health Care Ethics II AMEDDC&S CC/OL Length Varies | | | | U3 | U3 | U3 | U3 | 1,6,9,52 |

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| Course Number | Course Title Source Type of Training Course Length | Priority/Target Audience | | | | | | | Competencies |
|---------------|--|--------------------------|-----------------------|-------|--------------------------|--------------|-----------------------|----------|---|
| | | ENTRY | LEADER/ SPECIALIST | | LEADER/ SR SPECIALIST | | CONSULTANT/ LEADER | | |
| | | GS-07 | GS-09 | GS-10 | GS-11 | GS-12 | GS-13 | GS-14/15 | |
| 41 | Manager Development Course AIPD CC/OL 131F31(ST6000) Length Varies | | | | L-U1 | L-U1 | L-U1 | | 28,29,30,44,48,79 |
| 42 | On-the-Job Training Rotations at MEDCOM/OTSG/PASBA/AFIP Station/Installation OJT 2-4 months | | | | | C | C | C | 1,2,3,4,8,9,16,28, 42,49-50,52,59,78 |
| 43 | Sustaining Base Leadership and Management (SBLM) AMSC FC 12 weeks | | | | | C | C | C | 2,11,28,31,36-37,39, 43-44,48,50-52, 56-58,61, 63,65,68, 71-73,75,79 |
| 44 | Secretary of The Army Research And Study Fellowships SARSF FC 6-12 months | | | | | C | C | C | 54-55 |
| 45 | Master in Health Information Management University-Based FC Length Varies | | | | | C | C | C | 13,38-39,44,53, 60,77 |
| 46 | Capitol Hill Workshop DOD FC 40 Hours | | | | | C | C | C | 49,75,78 |
| 47 | White House Workshop DOD FC 40 Hours | | | | | C | C | C | 49,75,78 |
| 48 | DoD Executive Leadership Development Program DOD FC 10 Months | | | | | C | C | C | 17,31,34-35, 43-44,48,54,56, 59,61,63,65,69,72, 75,82 |
| 49 | Organizational Leadership for Executives CAL FC 80 Hours | | | | | L-U2 S-U3 | L-U2 | L-U2 | 17,31,34-35, 43-44,48, 54,56, 59,61,63,65,69,72, 75,82 |
| 50 | Personnel Management for Executives I AMSC FC 72 Hours | | | | | L-U2 S-U3 | L-U2 | L-U2 | 28,30,48,50,51,56 |

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| Course Number | Course Title Source Type of Training Course Length | Priority/Target Audience | | | | | | | Competencies |
|---------------|---|--------------------------|-----------------------|-------|--------------------------|--------------|-----------------------|----------|---|
| | | ENTRY | LEADER/ SPECIALIST | | LEADER/ SR SPECIALIST | | CONSULTANT/ LEADER | | |
| | | GS-07 | GS-09 | GS-10 | GS-11 | GS-12 | GS-13 | GS-14/15 | |
| 51 | Personnel Management for Executives II AMSC FC 40 Hours | | | | | L-U3 S-U3 | L-U3 | L-U3 | 28,48,50-51,56,67 |
| 52 | PAD NCO Symposium AMEDDC&S FC 32 Hours | | | | | | U2 | U2 | 1,4,8,24,38 |
| 53 | PAD Officer Symposium AMEDDC&S FC 32 Hours | | | | | | U2 | U2 | 1,4,8,24,38 |
| 54 | Publishable Research Project Station/TDY OJT 960 Hours | | | | | | U3 | U3 | 17,33,40,54,57,82 |
| 55 | National War College (NWC) NWC FC 10 Months | | | | | | C | C | 30,35,37,44,52, 63-64, 67-68,70, 72,75,77 |
| 56 | Army War College (AWC) AWC FC 10-12 Months | | | | | | C | C | 30,35,37,44,52, 63-64, 67,68,70, 72,75,77 |
| 57 | Industrial College of the Armed Forces (ICAF) NDU FC 10 Months | | | | | | C | C | 30,35,37,44,52, 63-64, 67-68, 70,72 |
| 58 | Army Congressional Fellowship Program (ACFP) Office of Chief, Legislative Liaison FC 15 Months | | | | | | C | C | 35,37,61,63-65, 67-68, 72,75,77 |
| 59 | Harvard Senior Executive Fellows John F. Kennedy School of Government, Harvard University FC 4 Weeks | | | | | | | U3 | 30,35,37,44,52, 63-64, 67-68, 70,72,75,77 |
| 60 | National Security Management Course Syracuse University, Syracuse, NY FC 5½ Weeks | | | | | | | U3 | 30,35,37,44,52, 63-64,67,68,70, 72,75,77 |

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APPENDIX E
MEDICAL RECORDS ADMINISTRATION
MASTER TRAINING PLAN COURSE DESCRIPTIONS

1. Medical Records and Sick Call Procedures (MD0920). Standard Form (SF) 511 (Vital Signs Record), DD Form 792 (Twenty-Four Hour Intake and Output Worksheet), and other nursing forms; health records, outpatient treatment records, and inpatient treatment records; and sick call procedures. Additional information is available at: http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AMEDDC&S) (Length Varies)

2. Coding. This course covers the study of nomenclatures and classification systems. The course emphasizes basic coding rules, principles, guidelines, use of symbols, and conventions. Additional information is available at: <http://www.ahimacampus.org/catalog/student/apclisting.html> - H022 (Source: AHIMA, local college) (Length Varies)

3. Basic Medical Terminology (MD0010). The study of the language of the medical field; word construction, definition, and the use of terms related to all areas of medical science, hospital service, and the allied health specialties. Additional information is available at: http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AMEDDC&S/Local) (Length Varies)

4. Essentials of Anatomy. This course provides an introduction to basic human anatomy. Some of the subjects covered include: tissues of the body, structures and structural relationships within the integumentary, fascial, skeletal, muscular, digestive, respiratory, urogenital, cardiovascular, lymphatic, endocrine, and nervous systems. Additional information is available at: <http://www.ahimacampus.org/catalog/catalog.html>* or (MD0006) http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AHIMA ISP, local college, AMEDDC&S) (Length Varies)

5. Basic Human Physiology. This course is an introduction to basic human physiology. The course will review: physiology of cells and miscellaneous tissues, as well as skeletal, muscular, digestive, respiratory, urinary, reproductive, cardiovascular, endocrine, and nervous systems. Additional information is available at: <http://www.ahimacampus.org/catalog/catalog.html>* or (MD0007) http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AHIMA ISP, local college, AMEDDC&S) (Length Varies)

* Permission for use of website link granted (Appendix I).

6. Diseases (Pathophysiology). A study of disease processes; the signs, systems, and test findings of disease processes; the treatment and management of patients; and classification of drugs. (Source: Local) (Length Varies)

7. Introduction to Medical Records and the Patient

Administration Division (MD0750). This course provides information on the mission of the Patient Administration Division in the AMEDD. This course provides an introduction to the organization and responsibilities of patient administration; introduction to regulatory controls for military health care and patient records. This course also provides organizational structure and functions of the Office of the Chief, Patient Administration Division, including training programs. Additional information is available at:

http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AMEDDC&S) (Length Varies)

8. How to Achieve HIPAA Compliance – HIPAAONLINE. This course contains seven modules. It provides an introduction to the administrative simplification requirements of HIPAA, orientation to monitoring government actions relative to HIPAA requirements, and guidance on implementing the standards required under HIPAA. Additional information is available at: <http://www.hipaatraining.tricare.osd.mil> , http://campus.ahima.org/campus/course_info/HIPAA/HIPAA_info.htm* or <https://www.hipaatraining.tricare.osd.mil/> (Source: AHIMA/DOD) (Length Varies)

9. Principles of Ergonomics. Introduces the application of ergonomic principles in an effort to reduce stresses and strains on the employee's body. Topics include work physiology, biomechanics, anthropometry, repetitive motion disorders, video-display terminals, manual lifting, back injury problems, design of workstations and equipment, and demonstrations of instrumentation and equipment used in the field of ergonomics. (Source: Station/Installation) (Length Varies)

10. Medical Records Administration Branch I (MD0753). This course provides information on the preparation, use, filing, control, and disposition of Inpatient Treatment Records; introduction to diagnostic and operation coding; preparation of the Inpatient Treatment Record Cover Sheet; and an introduction to the individual patient data system. Additional information is available at: http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AMEDDC&S/Local) (Length Varies)

* Permission for use of website link granted (Appendix I).

11. Medical Records Administration Branch II (MD0754).

Preparation and use of medical statistical reporting. Study of the quality improvement program (medical care evaluation) and the release of medical information in accordance with HIPAA requirements. Additional information is available at:

http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp or

<http://www.tricare.osd.mil/hipaa/> (Source: AMEDDC&S/Local) (Length Varies)

12. Medical Aspects of Military Law (MD0460). Principles of medical evidence; general nature of tort liability; legal aspects of hospital administration; the Federal Tort Claims Act; and the Geneva conventions. Additional information is available at:

http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source:

AMEDDC&S) (Length Varies)

13. Records Administration Training. Sponsored by the National Archives and Records Administration (NARA), these courses prepare employees to improve agency records programs, and proper care of permanent records and their timely transfer to the National Archives. Courses include records disposition, scheduling records, electronic records issues, automating records management, and evaluating and promoting records management. Additional information is available at:

http://www.archives.gov/records_management/training/nationwide_training.html,

<http://pad.amedd.army.mil>, or <https://kx.afms.mil/hipaa/mrtr2/> (Source: NARA) (Length Varies)

14. Effective Briefings and Presentations. Presents instruction in communication principles as well as the basic principles of business presentations. Covers how to plan presentations and provides guidance on choosing the best methods, materials, and location/environment for each situation. Techniques include presentations to inform, presentations to persuade, question and answer techniques, and technical presentations. Students, while learning these techniques, will be provided the opportunity to practice them and critique their own performance on video.

(Source: USDA/Station/Local) (Length Varies)

15. Effective Army Writing (IS1460). A study of the principles, procedures, and practice of staff writing as well as introduction to a professional reading program. Additional information is available at: http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp

(Source: AMEDDC&S) (Length Varies)

16. Computer Courses. Word, Excel, PowerPoint, etc. (Source: Station/Local) (Length Varies)

17. Confidentiality Workshops. Provides healthcare provider-oriented information on Health Insurance Portability and Accountability Act of 1996 (HIPAA) implementation. Additional information is available at: <http://www.ahima.org/privacy/index.html>* or <http://www.tricare.osd.mil/hipaa/> (Source: AHIMA/Local) (Length Varies)

18. Action Officer Development Course (AODC). Mandatory for all individuals promoted/appointed to journey-level positions. Other employees interested in developing their action officer skills may also enroll. The course prepares employees for the requirements of staff work with training similar to that of the Combined Arms and Services Staff School (CAS3). The supervisor of each student must enter into an agreement with the employee to provide opportunities for the employee to become proficient. The course is available in two versions, paper based text or the paperless version offered on-line. There is no cost for this course. Additional information is available at: <http://cpol.army.mil/train/catalog/ch01aodc.html>. (Source: AIPD) (Length Varies)

19. Organization and Functions of the Army Medical Department. (MD0004) Mission and composition of the Army Medical Department; organization of medical centers and medical department activities and the histories and functions of the six officer medical corps. Additional information is available at: http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AMEDDC&S) (Length Varies)

20. Coding Seminars. AHIMA, state and local HIMA, and proprietary organizations offer instruction and updates on ICD-9-CM, current procedural terminology (CPT), DSM-IV, and Systematized Nomenclature of Medicine (SNOMED) classification systems. Additional information is available at: <http://www.ahimacampus.org/codingbasics/index.html>* (Source: AHIMA, State or Local HIMA, and proprietary organizations) (Length varies)

21. Health Care Ethics I (MD0066). Ethically and legally appropriate behavior of health care professionals, the role of ethics in healthcare, legal doctrines that affect healthcare; tort law, negligence, and patient consent. Additional information is available at: http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AMEDDC&S/Local) (Length Varies)

* Permission for use of website link granted (Appendix I).

22. Contracting Officer Representative Course. Presents an overview of the legal requirements and fundamentals of contracting that lead to the award of a contract. Designed to improve job performance of personnel outside the contracting career field who will be involved with contracts as a contracting officer's representative or quality improvement evaluator. Additional information is available at: <http://www.almc.army.mil/AMD/ALMC-CL/index.asp> (Source: ALMC/Station/Installation) (Length: 40 Hours)

23. Statistics. A study of medical, hospital, and vital statistics. Includes medical abstracting, statistical formulas, monthly and annual reports and data display. (Source: University-based/Community College) (Length Varies)

24. Medical Records Practicum. A supervised OJT learning experience in a medical records department of a healthcare facility enabling the student to develop insight, understanding, and skills in the basic record processing policies, procedures, management, medical staff management, and disease and procedure coding. Emphasis is placed on application of standards, criteria, and guidelines as they relate to medical records, reimbursement, and data quality. (Source: Installation/Station) (Length Varies)

25. Leadership Education and Development (LEAD) Course. The target audience is new military and civilian supervisors of civilian employees. Develops and hones leadership skills of supervisors. Focuses on situational leadership, motivation, communication, performance counseling, conflict management, team building, problem solving, values and ethics, and systems theory. Supervisors must complete the Supervisor Development Course before enrolling in this course. This course is locally funded. Additional information is available at: <http://cpol.army.mil/train/catalog/ch01lead.html>. (Source: Local CPAC) (Length: 40 Hours)

26. Tort Law, the Federal Tort Claims Act, and the Geneva Conventions (MD0033). Nature of liability and the Federal Tort Claims Act in the military-medical situation; duties, responsibilities, and rights placed on combatants and noncombatants by the Geneva conventions. Additional information is available at: http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AMEDDC&S/Local) (Length Varies)

27. American Health Information Management Association (AHIMA) Annual Convention and Exhibit. Presents latest technologies, principles, and practical applications on health information management. Attendance at Army special interest session updates the MRA on latest Army MR Administration health information policy. Additional information is available at:

<http://www.ahima.org/products/meetings.cfm>* (Source: AHIMA) (Length: 40 Hours)

28. Healthcare Information and Management System Society (HIMSS) Seminars/Courses. Shapes and directs healthcare public policy and industry practices through its advocacy, educational, and professional development initiatives designed to promote information and management systems' contributions to quality patient care. Additional information is available at:

http://www.himss.org/asp/prodevelopment_homepage.asp*. (Source: HIMSS) (Length Varies)

29. Joint Commission on Accreditation of Healthcare Organizations (JCAHO) Seminars. Established in 1951, the JCAHO sets standards of quality for hospitals and many other healthcare facilities and uses these standards to accredit organizations. The JCAHO offers seminars in health information management, computer-based patient records, survey standards, clinical indicator projects, performance improvement, etc. Additional information is available at: <http://www.jcrinc.com/education.asp?durki=909> (Source: JCAHO) (Length Varies)

30. Regional and Local Health Information Management Association (HIMA) Meetings. Each state and several regions sponsor periodic meetings throughout each year offering HIM educational opportunities. (Source: State or Local HIM Association) (Length Varies)

31. American Health Information Management Association (AHIMA) Section Meetings. Special interest group meetings - subgroups of individual HIM interests holding annual meetings at the AHIMA National Convention and periodically throughout the year. Examples of these groups are: Joint Military Special Interest Sessions, Ambulatory Care Section, Mental Health Section, Quality Improvement, and Long-Term Care. Additional information is available at: <http://www.ahima.org/> * (Source: AHIMA) (Length Varies)

* Permission for use of website link granted (Appendix I).

32. ICD-9-CM Coordination and Maintenance Committee Meetings.

A Health and Human Services, CMS (formerly Health Care Finance Administration), and NCHS sponsored work group with meetings two times yearly providing an open forum for changes to three volumes of ICD-9-CM. (Source: CMS and NCHS) (Length Varies)

33. American Hospital Association (AHA) Annual Meeting. The AHA is the primary advocate for the nation's hospitals and healthcare organizations. The AHA is widely recognized as an authoritative and comprehensive source of health care information and offers educational programming. Additional information is available at: <http://www.hospitalconnect.com/DesktopServlet> (Source: AHA) (Length: 32 hours)

34. Listening and Memory Development. Through lectures, practical exercises and discussions, the students learn to: use practical techniques for improving listening skills, recognize and overcome barriers to effective listening, organize information transmitted orally by applying the principles of effective listening, and remember names, faces, facts, figures, and ideas more readily and accurately. Additional information is available at: <http://www.grad.usda.gov/> (Source: USDA) (Length: 16 Hours)

35. Action Officer Force Integration Course. Presents the critical elements of the force integration processes, functions, and interrelationships by which the Army runs. Additional information is available at: <http://www.afms1.belvoir.army.mil/courses/courses1.htm> (Source: Army Force Management School) (Length: 40 Hours)

36. Supervisor Development Course (ST5001/ST5002)/Human Resources for New Supervisors. Presents first time supervisory personnel with the basic knowledge of civilian personnel administration procedures and techniques. This is a mandatory course that must be completed within twelve (12) months of assignment as supervisor to civilian personnel. Supervisors must complete the correspondence course before enrolling in the Leadership Education and Development (LEAD) course. The course may be completed by correspondence course or by attendance to a centrally funded residential training course. Additional information for the correspondence course is available at: http://www.cpol.army.mil/train/courses/st5001/st5001_top.htm Additional information for the resident course is available at: <http://www.cprocma.army.mil/catalog/Crs-Descr/Descr-E-H.htm> – HRfNS (Source: AIPD/Civilian Human Resources Agency (CHRA)) (Length: Varies/36 Hours)

37. National Association for Healthcare Quality (NAHQ). The NAHQ is a nonprofit association whose mission is to improve the quality of healthcare by advancing the theory and practice of quality management in health care organizations and by supporting the professional growth and development of health care quality management professionals. The association sponsors a certification program for healthcare quality professionals. Additional information is available at: <http://www.nahq.org/certify/> * (Source: NAHQ) (Length: 40 hours)

38. Executive Leadership Program (Formerly the Women's Executive Leadership Program). This course will provide the student with the ability to lead, communicate assertively, build effective teams, manage stress, portray a professional image, manage cultural diversity, coach and counsel, recognize and exert personal power; knowledge of the Federal Personnel Management system; ability to resolve conflicts; skill in negotiating; knowledge of legal and ethical issues impacting managers; ability to use organizational survival techniques; knowledge of factors which impact career success; and skill in making presentations. Formal classroom 24 days, plus 5 months developmental assignment and special activities over a 12-month period. Additional information is available at: http://www.grad.usda.gov/programs_services/lda/welp.cfm (Source: OPM) (Length: 12 Months)

39. Medical Records Administrator Workshop. The primary focus and objective is to bring attendees up-to-date in the technology areas of MR Administration. Attendees are the Chiefs of the MR Administration Branches from each Army hospital worldwide, with two representatives from each Medical Center (MEDCEN) and from each large Medical Activity (MEDDAC). The symposium offers lectures, demonstrations, and hands-on experience for all attendees on the newest automated systems available in their field. (Source: PASBA) (Length Varies)

40. Health Care Ethics II (MD0067). Ethically and legally appropriate behavior of health care professionals, patient refusal of treatment, medical records, and the scope of medical practice. Additional information is available at: http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp (Source: AMEDDC&S/Local) (Length Varies)

41. Manager Development Course. Correspondence course covering topics such as organizational culture, time management, setting objectives and plans, problem solving and decision making, planning, programming and budgeting, manpower management,

communications, information technology applications, the Army environmental program, equal employment opportunity, professional ethics, internal management control, and Army Family Team Building. This course is centrally funded. Additional information is available at: <http://www.atsc.army.mil/accp/aipd.htm> <http://www.atsc.army.mil/accp/aipd.htm> (Source: AIPD) (Length Varies)

42. On-the-Job Training Rotations at MEDCOM/OTSG/PASBA/AFIP.

Structured training at an installation designed to put into practice job skills learned in the classroom. Includes specialized work experiences and projects that gradually increase in complexity and scope to approach those performed by a Senior Level MRA. (Source: Station/Installation) (Length: 2-4 Months)

43. Sustaining Base Leadership and Management (SBLM) Program.

Presents strategies, doctrine, functional relationships, and systems relevant to the Total Army with emphasis on the sustainment base. Specifically, provides knowledge of military forces and doctrine, national policy and strategic studies, force integration, resource management, acquisition and logistics management, installation management, information management, management techniques, personnel management systems, health fitness, communicative arts, and program analysis and evaluation. This course is centrally funded. Additional information is available at: <http://www.amsc.belvoir.army.mil/> (Source: Army Management Staff College (AMSC)) (Length: 12 weeks-resident/1 year-non-resident)

44. Secretary of The Army Research and Study Fellowship (SARSF).

This opportunity is available to civilian employees at the GS-12 level or above. Fellowships are granted with the intent to: support study and research on selected projects relevant to Army's mission; develop and increase the use of the best talents among Army career civilians; and support basic creativity of selected individuals. NOTE: Fellowships are not substitutes for projects that should be done on a normal on-duty assignment and financed through mission funds. Neither are they substitutes for academic programs that should come under other Army long-term training programs. Additional information is available at: <http://cpol.army.mil/train/catalog/sarsf.html>. (Source: SARSF) (Length: 6-12 Months)

45. Master in Health Information Management. Graduate study leading to a Masters in Health Information Management. This degree can be pursued at the University of Pittsburgh, the University of Alabama, and other similar institutions. (Source: College or university) (Length Varies)

46. Capitol Hill Workshop. Offers senior federal managers and executives a timely, in-depth look at how the new U.S. Congress will be organized, how it will set its agenda, how it may change the fundamentals of U.S. foreign policy, and how it will affect the role, budget, and policies of their agencies over the next two years. Additional information is available at: <http://www.publicpolicyseminars.com/chwkshop.htm> (Source: DOD) (Length: 3 Days)

47. White House Workshop. The White House Workshop examines the multiple roles of the Presidency and explores how presidential politics and initiatives affect the policies and processes of government. Although the Constitution established the Legislative Branch of government as the principal policy organ, historical evolution has made the President the prime initiator and coordinator of domestic and international policy as well as the foremost mobilizer for public support. Senior personnel must be able to articulate, plan, and budget in such a way as to build a new consensus that will meet national objectives and secure stable public support. Additional information is available at: <http://www.publicpolicyseminars.com/whwkshop.htm> (Source: DOD) (Length: 3 Days)

48. DOD Executive Leadership Development Program (DELDP). The purpose of this program is to: provide the advantage of a joint arena approach to civilian training that promotes greater understanding of the overall DOD mission; provide a new approach to the training of DOD employees which parallels the methodology of selected military training; focus on increasing the pool of eligible civilian employees for promotion to executive positions, regardless of sex, age, color, handicap, or national origin; and provide cross-agency exposure for mid-level civilian and military personnel. Competitive development course for GS/GM-12/13/14. This course is centrally funded. Formal classroom instruction plus significant homework assignments. Additional information is available at: <http://www.cpms.osd.mil/eldp/index.html> (Source: DOD) (Length: 50-55 days over one year)

49. Organizational Leadership for Executives (OLE). Trains career program DA civilian Managers in leadership doctrine of the Army. This course will identify, explain, and demonstrate the leadership skills and competencies required to perform at the key manager level. The Command & General Staff College has approval authority to grant graduate credit to students who successfully complete OLE. These credits may be applied to graduate degree programs at other institutions willing to accept the OLE course

experience in lieu of regular academic work. For additional information go to: http://www-cgsc.army.mil/cal/cltd/CLTD_courses/index.asp This course is centrally funded. (Source: Center for Army Leadership (CAL)) (Length: 80 Hours)

50. Personnel Management for Executives (PME) I. Presents a broad perspective of personnel management in relation to the total management function, the relationship of operating and staff officials in the discharge of personnel management responsibilities, and the current and projected developments in personnel administration. The target audience for this course is GS-13/14 (GS-12 and 15 on exception basis). This course is centrally funded. Additional information is available at http://www.amsc.belvoir.army.mil/amsc_pme.htm (Source: AMSC) (Length: 72 Hours)

51. Personnel Management for Executives II. Designed to stimulate managers and executives to manage human resources more efficiently and to develop a sharper sense of direction and improved human resources management skills. Nominees must have attended PME I at least two years prior to the start of PME II. This course is centrally funded. Additional information is available at http://www.amsc.belvoir.army.mil/amsc_pme.htm. (Source: AMSC) (Length: 40 Hours)

52. PAD NCO Symposium. Presented biannually by the Patient Administration Division. Additional information is available at: <http://pad.amedd.army.mil/> (Source: AMEDDC&S) (Length: 32 Hours)

53. PAD Officer Symposium. Presented biannually by the Patient Administration Division. Additional information is available at: <http://pad.amedd.army.mil/> (Source: AMEDDC&S) (Length: 32 Hours)

54. Publishable Research Project. Subject of project should be of use/interest to DA and professional health information management organizations. (Source: Station/Installation) (Length Varies)

55. The National War College (NWC). Focuses on national security policy and strategy with a joint, multi-service perspective. Designed to expand and deepen student's knowledge of national security matters and to sharpen their analytical skills. Program consists of prescribed courses, advanced studies, and regional studies. Teaching methods include lectures, seminar discussions, case studies, and student

exercises. This course is centrally funded. Additional information is available at: <http://cpol.army.mil/train/catalog/ch02nwc.html>. (Source: NDU) (Length: 10 Months)

56. The Army War College (AWC). DA civilian employees at GS-14/15, and high potential GS-13's are eligible to attend. Studies the role of land power, as part of a joint or combined force, in support of the U.S. national military strategy. The curriculum emphasizes theory, concepts, systems and the national security decision-making process. It teaches, through numerous case studies, exercises and war games. The student seminar group is the fundamental learning vehicle at the school. Resident students may qualify to earn an initial masters degree from participating institutions. This course is centrally funded. Additional information is available at: <http://carlisle-www.army.mil>. (Source: AWC) (Length: 10-12 Months-resident/2 years-Distance education)

57. The Industrial College of the Armed Forces (ICAF). DA civilian employees at GS-14/15 are eligible to attend. Focuses on broad-based national security decision making for senior policy makers in a dynamic world environment. Emphasizes post-graduate, executive level education rather than training, and enduring principles and concepts rather than transient contemporary events. Curriculum consists of interrelated courses that are presented in a balanced mix of seminars and lectures. Employs the case method complemented by extensive student reading, written and oral presentations, classroom analysis, lectures by faculty members and prominent outside authorities, and a field study program. This course is centrally funded. Additional information is at: <http://cpol.army.mil/train/catalog/ch02icaf.html>. (Source: NDU) (Length: 10 Months)

58. Army Congressional Fellowship Program (ACFP) (Formerly LEGIS Fellowship for Executive Development). This program is targeted to DA civilians at the GS-13 to 15 level or above. Provides assignments for personnel whose current or prospective positions may require working knowledge of the operations of the Congress. Expenses for non-Career Program selectees will be born by their nominating command/organization. Additional information is available at: <http://cpol.army.mil/train/catalog/acfp.html> (Source: Office of Chief, Legislative Liaison) (15 Months-Intermittent)

59. Harvard University Program for Senior Executive Fellows (SEF). The purpose of the course is to build executive skills in political and public management, negotiation, human resource

management, policy-making, organizational strategy, communication, ethics, and leadership. Recommended for managers who are at GS-14/15 levels. Directed primarily to promising upper-level managers who have advanced rapidly into senior positions and are now required to focus on "the larger picture" of the organization. This program is not centrally funded by ACTEDS resources. Additional information is available at: <http://www.cpol.army.mil/train/catalog/ch04husef.html> (Source: John F. Kennedy School of Government, Harvard University) (Length: 4 Weeks)

60. National Security Management Course (NSMC). This course will give senior DOD leaders and managers an understanding of the factors and forces that shape national security strategy and policy. The course objective is to improve the management and leadership skills necessary to successfully influence the various processes within DOD. Recommended for managers at the GS-15 level. GS-14s may be considered, on a case-by-case basis, based on the nature of their positions and need for development. The nominating activity funds travel and incidental entitlements allowable by the JTR. Tuition, meals, and lodging are centrally funded through a DOD contract subsidized by Army. Additional information is available at: <http://www.cpol.army.mil/train/catalog/ch04nsmc.html> (Source: Syracuse University, Syracuse, NY) (Length: 5½ Weeks)

APPENDIX F
MEDICAL RECORDS ADMINISTRATION
GLOSSARY

| <u>ACRONYM</u> | <u>DEFINITION</u> |
|----------------|---|
| ACFP | - Army Congressional Fellowship Program |
| ACTEDS | - Army Civilian Training, Education and Development System |
| AEP | - Affirmative Employment Program |
| AFIP | - Armed Forces Institute of Pathology |
| AHA | - American Hospital Association |
| AHIMA | - American Health Information Management Association |
| AIPD | - Army Institute for Professional Development |
| ALMC | - Army Logistics Management College |
| AMEDD | - Army Medical Department |
| AMEDDC&S | - Army Medical Department Center and School |
| AMSC | - Army Management Staff College |
| AODC | - Action Officer Development Course |
| APG | - Ambulatory Patient Groups |
| AWC | - Army War College |
| CAL | - Center for Army Leadership |
| CAS3 | - Combined Arms Services Staff School |
| CCS | - Certified Coding Specialist |
| CF | - Career Field |
| CHRA | - Civilian Human Resources Agency |
| CMS | - Center for Medicare and Medicaid Services |
| CONUS | - Continental United States |
| CPAC | - Civilian Personnel Advisory Center |
| CPD | - Competitive Professional Development |
| CPT | - Current Procedural Terminology |
| DA | - Department of the Army |
| DD | - Department of Defense |
| DELDP | - DoD Executive Leadership Development Program |
| DOD | - Department of Defense |
| DRG | - Diagnosis Related Groups |
| DSM | - Diagnostic and Statistical Manual |
| EEO | - Equal Employment Opportunity |
| FC | - Functional Chief |
| FCR | - Functional Chief Representative |
| HCFA | - Health Care Financing Administration |
| HIM | - Health Information Management |
| HIMA | - Regional and Local Health Information Management Associations |
| HIMSS | - Health Information Management Systems Society |

ACRONYMDEFINITION

| | |
|--------|---|
| HIPAA | - Health Insurance Portability and Accountability Act of 1996 |
| HQDA | - Headquarters, Department of the Army |
| ICAF | - Industrial College of the Armed Forces |
| ICD | - International Classification of Diseases |
| IDP | - Individual Development Plan |
| INST | - Installation |
| ISP | - Independent Study Program |
| JCAHO | - Joint Commission on Accreditation of Healthcare Organizations |
| KSAs | - Knowledge, Skills, and Abilities |
| LEAD | - Leadership, Education, and Development |
| LEGIS | - Legislative Fellowship for Executive Development |
| MACOM | - Major Army Command |
| MEDDAC | - Medical Activity |
| MEDCEN | - Medical Center |
| MEDCOM | - U.S. Army Medical Command |
| MR | - Medical Records |
| MRA | - Medical Records Administrator |
| MTF | - Medical Treatment Facility |
| MTP | - Master Training Plan |
| NAHQ | - National Association of Healthcare Quality |
| NARA | - National Archives and Records Administration |
| NCHS | - National Center for Health Statistics |
| NDU | - National Defense University |
| NSMC | - National Security Management Course |
| NWC | - National War College |
| OCONUS | - Outside Continental United States |
| OJT | - On-the-Job Training |
| OLE | - Organizational Leadership for Executives |
| OPM | - Office of Personnel Management |
| OSHA | - Occupational Safety and Health Administration/Act of 1970 |
| OTSG | - Office of The Surgeon General |
| PAD | - Patient Administration Division |
| PASBA | - Patient Administration Systems and Biostatistics Activities |
| PME | - Personnel Management for Executives |
| RHIA | - Registered Health Information Administrator |
| RHIT | - Registered Health Information Technician |
| SARSF | - Secretary of the Army Research and Study Fellowship |
| SBLM | - Sustaining Base Leadership Management |
| SEF | - Senior Executive Fellows |
| SF | - Standard Form |

ACRONYMDEFINITION

| | |
|--------|--|
| SMEs | - Subject-Matter-Experts |
| SNOMED | - Systematized Nomenclature of Medicine |
| TAPES | - Total Army Performance Evaluation System |
| TSG | - The Surgeon General of the U.S. Army |
| USDA | - United States Department of Agriculture |

APPENDIX G

REQUEST FOR EQUIVALENCY CREDIT FOR MANDATORY FUNCTIONAL TRAINING

Instructions for Completing and Handling Request:

- Employee completes Section I, provides input for Section II, and forwards request to supervisor.
- Supervisor reviews Section II and completes Section III. If concurring, forwards request to approving authority. If nonconcurring, returns request to employee.
- Approving authority completes Section IV and returns request to supervisor.

| | | |
|---|--------------------------------|------------------------------------|
| Section I – Employee’s Request for Equivalency Credit | | |
| Name (Last – First – MI) | | Career Field/Program Number |
| Title/Series/Grade | Course Title & Code | Course Provider |
| Employee’s Signature | | Telephone Number and E-mail |
| Section II – Training Information | | |
| <input type="checkbox"/> Work Experience: (Attach detailed explanation of work assignments. Identify competencies and explain how they were acquired.) <input type="checkbox"/> Formal Education or Training, including Correspondence Study: (Attach transcript(s) and descriptions of course work, to include course title, course level, and grade. Identify competencies and explain how they were acquired.) <input type="checkbox"/> Self-development Activities (Attach detailed explanation. Identify competencies and explain how they were acquired.) | | |
| Section III – Supervisor’s Recommendation | | |
| <input type="checkbox"/> Concur <input type="checkbox"/> Non-concur | | |
| Supervisor’s Name, Title, Organization, and Mailing Address | | Telephone Number and E-mail |
| Supervisor’s Signature | | Date Signed |
| Section IV – Approving Authority’s Decision | | |
| Approving Authority’s Name, Title, Organization, and Mailing Address | | Telephone Number and E-mail |
| Approving Authority’s Signature | | Date Signed |

**APPENDIX H
INDIVIDUAL DEVELOPMENT PLAN**

PRIVACY ACT STATEMENT. Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Civilian Personnel Activity Center servicing your locality, to plan and/or schedule training and development activities. Collection of your Social Security Number is authorized by Executive Order 9397. Furnishing the information on this form, including your Social Security Number, is voluntary.

| | | | | | | |
|---|---------------------|-------------------------------------|---------------|-------|---------|---------------------|
| NAME: | SSN: | PERIOD COVERED: | CAREER FIELD: | | | |
| POSITION TITLE/GRADE: | | ORGANIZATION: | | | | |
| 1. DEVELOPMENTAL OBJECTIVES (Skills/Performance Enhancement, Career Development, Etc.) | | | | | | |
| a. Short-Term Objectives | | b. Long-Term Objectives (3-5 Years) | | | | |
| 1. | | 1. | | | | |
| 2. | | 2. | | | | |
| 3. | | 3. | | | | |
| 4. | | 4. | | | | |
| 5. | | 5. | | | | |
| 2. MANDATORY TRAINING FOR ACCREDITATION/CERTIFICATION | | | | | | |
| Course Title/Number | Objective Supported | Course Provider | Date Required | Hours | Tuition | Est Travel/Per Diem |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |
| 3. UNIVERSAL MANDATORY TRAINING (Priority I) | | | | | | |
| Course Title/Number | Priority | Course Provider | Date Required | Hours | Tuition | Est Travel/Per Diem |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 5. | | | | | | |

| 4. UNIVERSAL TRAINING (Priority II AND III) | | | | | | | |
|---|---------------------|----------|-----------------|---------------|-------|---------|---------------------|
| Course Title/Number | Objective Supported | Priority | Course Provider | Date Required | Hours | Tuition | Est Travel/Per Diem |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

| 5. COMPETITIVE PROFESSIONAL DEVELOPMENT | | | |
|---|----------|----------------|---------------------|
| Type of Assignment | Location | Proposed Dates | Est Travel/Per Diem |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

| 6. TRAINING OR SELF DEVELOPMENT COMPLETED DURING LAST FY | | | |
|--|----------|-----------------|-------|
| Training Course or Developmental Activity | Location | Completion Date | Hours |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

| 7. INTERN ON-THE-JOB TRAINING | | | | |
|-------------------------------|----------|--------------------------|--------------|-------|
| Developmental Activity | Location | Proposed/Completion Date | Supv Initial | Hours |
| 1. | | / | | |
| 2. | | / | | |
| 3. | | / | | |
| 4. | | / | | |
| 5. | | / | | |

I certify that I will support the training and/or development outlined in this IDP and will recommend approval of training costs in each FY budget. I have discussed this with the employee for whom this IDP has been prepared and concur with documented training.

| | | | |
|----------------------------|------|---------------------------------|------|
| Program Manager/Supervisor | Date | Functional Chief Representative | Date |
|----------------------------|------|---------------------------------|------|

I have discussed my career goals and the training or development needed to achieve these goals. I have included only goals that I can realistically expect to achieve during the time period specified.

| | |
|----------|------|
| Employee | Date |
|----------|------|

APPENDIX I
MEDICAL RECORDS ADMINISTRATION
CREDITS

Permission for use of website links used in this document has been granted by AHIMA.

Permission for use of link to HIMSS has been granted.

Permission for use of website link to NAHQ has been granted.